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ABSTRACT

A project was conducted in Pennsylvania to provide technical support to the APEX nomination and awards activity that recognizes outstanding adult education practitioners. The project included a revision of the nomination form and procedures developed for APEX in 1998 to align them with Adult Teacher Competency Standards developed in 1999. The APEX project assisted the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) to identify and honor three ABLE teachers, who were then recognized as outstanding adult practitioners at the 1999 Midwinter Conference. Nomination forms were revised, the teachers were identified, the teachers were honored at a luncheon and at an awards session, and a small booklet describing the awards winners and their programs was distributed at the luncheon. The project provided examples of practitioner proficiencies and illustrated important competencies as defined by program administrators. It was recommended that the award recipients' stories be posted on the ABLESite website. (The project documents, including nomination form, criteria, winners' profiles, and luncheon program, are appended to the project report.) (KC)

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PROJECT APEX:

Promoting Practitioner Excellence

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final report

FY 1998-1999
#98-99-9002 $18,870

Sherry Royce, Project Director
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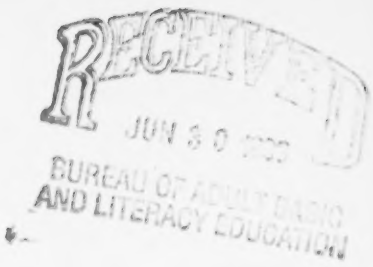

PROJECT APEX: Promoting Practitioner Excellence

A 353 Special Demonstration Project

Grant #: 98-99-9002

PROJECT DIRECTOR: Dr. Sherry Royce
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Lancaster, PA 17601
TEL: 717.569.1663 FAX: 717.560-9903

PROJECT YEAR: July 1, 1998-June 30, 1999

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ABSTRACT **Project #: 98-99-9002**

GRANT RECIPIENT	Dr. Sherry Royce
ADDRESS:	Royce & Royce, Inc.
	1938 Crooked Oak Drive, Lancaster, PA 17601
	Tel: 717-569-1663
PROGRAM NAME:	The Adult Teacher Competencies Study
GRANT ALLOCATION:	$18,870
PROJECT PERIOD:	July 1, 1998 to June 30, 1999

PROJECT PURPOSE:

This project provides technical support to the APEX nomination and awards activity that recognizes outstanding adult education practitioners. It includes a revision of the nomination form and procedures developed for APEX in 1998 to put them in line with Adult Teacher Competency Standards (ATCS) developed in 1999. A description of these exemplary practitioners and their programs will be disseminated at Midwinter Conference

PROJECT OUTCOMES:

The APEX project assisted PDE Bureau of ABLE in identifying and honoring 3 ABLE teachers who were recognized as outstanding adult practitioners at the 1999 Midwinter Conference. The nomination forms were revised in August 1998 and again in April 1999 to keep up with the changing definition of adult teacher competencies identified by the ATCS project. The three APEX recipients were honored at the PAACE Luncheon and at an awards session at the 1999 PAACE Midwinter Conference. A small booklet describing the awards winners and their programs was distributed at the PAACE luncheon.

TARGET AUDIENCE:

This project brought awareness of exemplary ABLE practitioners and their programs to staff and administrators of ABLE programs, Pennsylvania Department of Education staff, current ABLE enrollees, and the adult education community.

IMPACT:

This project contributed to the ATCS study by providing examples of practitioner proficiencies and illustrating what program administrators believed were important competencies. In and of itself, it provided an arena for recognizing ABLE teacher excellence and establishing role models for the field.

PRODUCTS DEVELOPED:

A Final Report and 500 PAACE luncheon brochures describing the awards winners and their programs as well as the August and April revised nomination form for the APEX award sent to all agencies receiving PDE Bureau of ABLE funding

PRODUCTS AVAILABLE FROM:

The products are available from AdvancE, Pennsyvlania Department of Education, Floor 11, 333 Market Street, Harrisburg, PA 17126-0333.

PROJECT CONTINUATION and FUTURE IMPLICATION:

One of the recommendations for FY 1999-2000 is to post APEX award recipients stories on ABLESite.

CONCLUSIONS/RECOMMENDATIONS:

This project successfully completed its major task of honoring Pennsyvania's exemplary adult practitioners. In addition, it provided support to the ATCS project by providing "working" models of practitioner excellence.

PROJECT APEX: Promoting Practitioner Excellence

Introduction

Pennsylvania's professionalization efforts have focused on improving program procedures, upgrading training for teachers and tutors, and documenting student success. With the funding of Project APEX in FY1997-98, the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) began the process of recognizing and rewarding adult teacher excellence by initiating an annual recognition award for outstanding ABLE practitioners.

Initially, the primary goal of Project APEX was to provide technical assistance to PDE in the process of developing a nominations form, procedures, and criteria for the new ABLE practitioner excellence awards and in arranging for award ceremonies to be held at the 1998 PAACE Midwinter Conference. A secondary goal was to issue a publication honoring the award winners and their programs.

Originally, the APEX awards were based upon criteria of excellence established by the APEX panel. In FY1998-1999, the performance indicators for these awards were revising in keeping with the Adult Teacher Competency Standards developed under the ATCS project. The eligibility criteria were expanded to include pracititioners who were also tutor trainers or teacher coordinators and thus spent less that 75% of their time with adult learners. This change in eligibility criteria reflected the practice in the field of "promoting" master teachers to coordinating and training positions while they still maintained a teaching role.

In August 1998, the revisions were completed and, in September, the nomination form was sent out to all agencies funded by the Bureau of ABLE. In December 1998, three APEX award winners were selected by a panel consisting of adult education administrators, teachers, and former Success Stories students. In February 1999, the winners were honored at Midwinter Conference where their stories were featured in the PAACE Luncheon program and at a special Midwinter Conference awards session.

In April 1999, the project director revised the nominations forms so that they reflected the five standards of Adult Theory in Practice, Instructional Expertise, Community Involvement, Professional Development, and Program Operations established by the ATCS panel. The revised nominations forms were sent out in May with a return date of June 8th. This switch from a November to June due date for nominations was established to encourage additional agency participation at a time of year judged to be less busy.

The Project APEX project director and coordinator/editor was Sherry Royce. Dr. Royce is a former adult education program administrator and a special projects director who has directed 57 special projects since 1976. The APEX Panel that selects the exemplary practitioners included: Priscilla Carman, Penn State University (PSU) Institute for the Study of Adult Literacy (ISAL); Sara Plantz, South Central Professional Development Center; Eric Epstein, Tri-County OIC; Amy Wilson, Teachers of Literacy in the Commonwealth (TLC); Helen Guisler, TIU Adult Education and Job Training Center; Peggy Rood, Luzerne Community College; Yvette Walls, Center for Literacy, Henry Wardrop, Lincoln IU 12; Alice Redman, a former Success Stories award winner and currently a teacher at Lutheran Social Services Women's Program, and David Wolfe, a former Success Stories award winner and teacher at the Midwest IU 4 Jobs Training program. Ella Morin of the PDE Bureau of ABLE and Sherry Royce, APEX project coordinator, also served on the panel.

As an awareness vehicle, the APEX/PAACE luncheon and session was open to all adult educators attending Midwinter Conference with special invitations going to the families and program staff of the award winners. The PAACE luncheon booklet which featured exemplary practitioners and their programs was distributed to more than 450 adult educators attending the PAACE Luncheon at Midwinter Conference.

This report is available from Clearinghouse AdvancE, Pennsylvania Department of Education, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333. Phone from Pennsylvania: 800-992-2283. Out of State telephone: 717-783-9192. Fax: 717-783-5420.

BODY OF THE REPORT

PROJECT GOALS

The main goal of the project was to provide technical support to the Bureau of ABLE in selecting APEX award recipients and honoring them at Midwinter Conference. A secondary goal was to revise APEX nomination forms and procedures

OBJECTIVES

1. Review and revise the outstanding practitioner nomination form and procedures.
2. Develop and promote an *APEX Guide to Honoring Excellent Practitioners* to assist local programs to nominate candidates and to honor them at local ceremonies.
3. Provide technical support in editing APEX nominations and making arrangements for recognition activities at the 1999 Midwinter Conference.
4. Evaluate the project and complete the Final Report.

PROCEDURES

Nomination Procedures

In August 1998, the Nomination Forms were revised and the criteria for nomination enlarged to include master teachers that had responsibility for tutor training and professional development activities while still maintaining a teaching role. In September 1998, the nomination forms were sent out by the Bureau of ABLE. Tana Reiff designed a new logo for the project and a one-page insert featuring FY1997-98 award recipients was placed in the September issue of "What's the Buzz" to draw attention to the nominations process (See Appendix A).

Selection Procedures

The next step was for the project director to provide each panel member with edited versions of the nominations received by the Bureau of ABLE. All references to practitioners' names, agencies, cities, etc. were deleted. Each nomination included a recommendation by the sponsoring agency, a statement of philosophy and background by the practitioner nominated, and the transcription of a two to five minute tape recorded by adult learner(s) with whom the nominee had worked.

A total of six nominations was received by November 15th and were edited by the project director to remove all references to practitioners' names, agencies, cities, etc. Before attending the APEX nomination review meeting on December 4th, panel members received the revised nominations along with a checklist of Indicators of Excellence. The Checklist was divided into four areas following the structure of the Adult Teacher Competencies Study: Adult Learning, Instructional Expertise, Professional Development, and Community Involvement (See Appendix B). In accordance with feedback on the APEX criteria at the 1998 Midwinter session, Adult Learning and Instructional Expertise were accorded double points. The APEX panel was asked to complete the Checklist, rating each nominee according to the Indicators. Their Checklists were then brought to the December meeting as a basis for discussion and as guidelines for selecting the APEX award recipients.

Six nominations were reviewed and the following teachers were selected as exemplary practitioners: Douglas DeArment, a full time instructor in the Even Start and Family Literacy Programs at TIU's Adult Education and Job Training Center; Jane McGovern, who has taught ABE/GED, ESL, and workplace literacy programs at the Center for Literacy, and Judith Sullivan, an ESL instructor at Northampton Community College.

Honoring APEX Winners

The project director contacted APEX award winners as soon as the Bureau of ABLE had informed them of their status. She discussed arrangements for practitioners and their families to attend Midwinter conference, the PAACE luncheon, and the APEX session which followed the luncheon. A picture of each outstanding practitioner was requested and posted at Midwinter Conference. The PAACE Luncheon and annual business meeting took place on Thursday, February 4, 1999. Cheryl Keenan, director of the Bureau of ABLE, presented certificates of excellence to the APEX winners as part of the luncheon ceremonies. A luncheon program featuring full page stories of the outstanding practitioners and their programs was distributed to more than 450 luncheon attendees (See Appendix C).

APEX program sponsors and award winners were presented to session attendees. The sponsors provided a short description of their program. They then introduced their award winner and discussed what makes an exemplary practitioner and how their outstanding practitioner fulfilled these expectations. APEX award winners then related what ABLE programs mean to their adult students, what goals ABLE teachers set for themselves, and what strategies are best used to accomplish adult learner and ABLE practitioner success.

Changing the Nomination Procedures and Form

Discussions with the APEX panel, award recipients, and their nominating directors about the small response to APEX in contrast to Success Stories led the project director and Bureau of ABLE staff to reconsider the timing of the call for APEX nominations. The Nominations Form was revised to match the newly developed ATCS competencies (See Appendix D) and the call for nominations sent out in May 1999 with a response date of June 7, 1999.

OBJECTIVES MET

1. Review and revise the outstanding practitioner nomination form and procedures. **Completed satisfactorily.**

2. Develop and promote an *APEX Guide to Honoring Excellent Practitioners* to assist local programs to nominate candidates and to honor them at local ceremonies. **Not completed.**

   This objective was not accomplished because it was decided to wait until the ATC Standards were completed and the Nomination Form was in harmony with them before developing an

APEX Guide. A one-page introduction to the nominations procedures was included in the May call for nominations.

3. Provide technical support in editing APEX nominations and making arrangements for recognition activities at the 1999 Midwinter Conference. **Completed satisfactorily.**

4. Evaluate the project and complete the Final Report. **Completed satisfactorily.**

NEGATIVE RESULTS

There were no negative results from this project. However, as the low number of nominations continue to indicate, the APEX award for practitioners does not have the same appeal for agecies as the adult learner award. Changing the time for the nomination did very little to encourage more participants. While time was at a premium throughout FY 1998-99, Success Stories had an acceptable number of nominations, if not a bumper crop.

These questions need to be asked and answered: "Do teachers take the main responsibility for nominating adult learners while agency administrators nominate teachers? Does the agency see more direct positive results for itself from having a Success Stories winner than from having an exemplary practitioner?

PDE and state officials place great emphasis on the K-12 Teachers of the Year. Perhaps, adult educators need the same exposure so that we will learn to value and promote our practitioner "best and brightest" with the same enthusiasm we reserve for our successful learners.

EVALUATION

The Panel Survey

APEX panel members were asked to complete a Panel Survey (See Appendix E). All respondents agreed that the nominations were treated in an evenhanded manner. Of six respondents, five agreed that the nominators provided information in keeping with the guidelines while one panel member would like to see "more (information) on actual teaching strategies and techniques."

Five of six panel members indicated that the information supplied was sufficient to select exemplary ABLE practitioners, while the other said: "I'm happy with the selections but I'd like to be sure that the applications reflect all the strengths of the teacher." One panel member did not complete the survey but noted that "4½ hours was a lot of travel for a one hour meeting."

The Sponsor Survey

A Sponsor's Survey (See Appendix E) was circulated to award winner's sponsors asking them to indicate their satisfaction with conference arrangements and to list the local activities they engaged in as part of Project APEX. The results were as follows:

All program directors expressed satisfaction with the way conference arrangements were handled and the prompt payment for expenses incurred at Midwinter Conference. Of the APEX award winners, only one program did not engage in local activities that featured the exemplary practitioner. The other two indicated that they had contact with other local agencies, local government and state legislators regarding the APEX awards. News articles and pictures ran in their local newspapers, recognition awards were presented by their local institutions, and special ceremonies were undertaken.

Dissemination of the Product

Approximately 2500 copies of the September 1998 "What's the Buzz" featuring an insert of FY1998 APEX recipients stories. Some 450 luncheon programs featuring FY1999 APEX award recipients were distributed at the PAACE Midwinter Conference luncheon. Five hard copies of the Final Report and three 3.5 high-density disks containing the Final Report were provided to the PDE Bureau of ABLE.

APPENDIX A

Important Announcement

APEX

Adult Practitioner Excellence Awards

The Adult Practitioner Excellence (APEX) Awards are the vehicle by which Pennsylvania recognizes its exemplary adult basic and literacy education teachers, tutors, and counselors. APEX was first funded in 1997 by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, as a 353 special demonstration project. The three adult education teachers featured here were nominated by their agencies and selected by a panel comprised of ABLE practitioners/tutors, administrators, adult learners and Bureau Staff. APEX awards were presented to these outstanding ABE/GED, ESL, and Literacy program practitioners at the 1998 Midwinter Conference PAACE Luncheon.

Nominate Now for 1999

In September 1998, every agency with funding from the Bureau of ABLE will receive a nomination form. Suggestions for potential nominees may originate with agency directors, students, staff, area advisors, and/or PDC coordinators, but only one candidate per agency may be sponsored.

The nomination form must include information about the nominee's background, the agency's recommendation, a statement completed by the candidate, and an audiotape prepared by program participants.

Nominations must be returned to the Bureau of ABLE no later than **October 26, 1998.**

Criteria for Excellence

I believe reading the descriptions of Pennsylvania's APEX award winners (see over) will help you to define the knowledge, skills, attitudes, and values characteristic of exemplary practitioners. But here are some questions you might want to think about as you identify your candidate: 1) Does your nominee practice adult learning theory? 2) Can you cite specific evidence of your nominee's instructional expertise? 3) Does your nominee promote and take part in community interaction? 4) Is your nominee an effective team member and an asset to your agency?

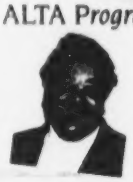
Good luck! I look forward to reading your nominations.

Sherry Royce, Project Director

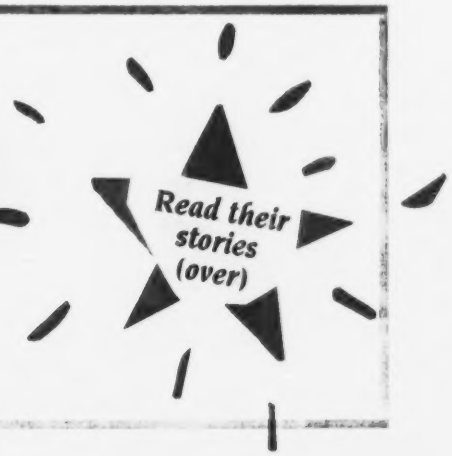
1998 APEX Winners

Kathleen Gleockner
Bradford County Action, Inc.

Eileen Mangold
Luzerne County Community College, ALTA Program



Yvette Walls
Center for Literacy, Inc., Philadelphia



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Kathryn Gleockner: Bradford County Action, Inc.

Kathy Gloeckner's responsibilities at Bradford County Action include four ABE/GED classes, one ABE Workforce Education class, and three ABE general remediation classes. Her flexibility and her desire to provide quality instruction in all aspects of adult education have helped many students achieve their goals. Last year, 55% of her ABE/GED students met their personal goals, 85% met their exit goals, 35% moved to a higher level, and 34% passed the GED test. In her Workforce Education classes, 99% met their personal goals, 99% met their exit goals, and 31% moved to a higher level. Overall, her classes retained 80% more students than the agency's contract specifies.

Kathy consistently exhibits a professional presentation that serves as a role model for participants and staff. She has demonstrated a thorough knowledge of instructional methods and designs. She provides a positive and stimulating classroom environment for students at every level. She incorporates various teaching strategies, including cooperative learning, computer-based instruction, use of newspapers and other media, peer tutoring, individualized instruction, and class discussions. She also developed and instituted portfolio assessment.

In addition, she has consistently participated in staff development activities, having attended numerous state and national conferences and workshops and been a facilitator/presenter at several. Kathy serves on the Learning From Practice Steering Committee, facilitated at a summer institute on Collaborative Learning, and facilitates at the PALPIN Institutes and regional groups.

Kathy has demonstrated her commitment to teamwork by volunteering to serve on numerous planning committees and offering her assistance to other staff. She developed and revised her program's Individual Education Plan, a remediation curriculum to help students achieve higher scores for local factory positions, and a Commercial Driver's License preparation curriculum.

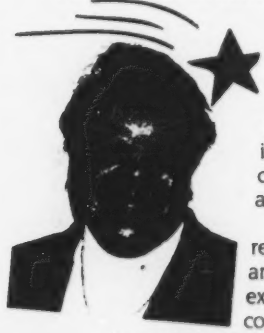
Kathy exhibits effective interpersonal and professional/technical skills. She readily shares information with co-workers, while accepting suggestions for integration into her own work. She exudes a positive attitude, interacting pleasantly and professionally with staff and students, even in difficult situations. Kathy is always willing to go the extra step to provide quality educational services.

Eileen Mangold: Luzerne County Community College, ALTA Program

Eileen Mangold works with preliterate, beginning, and intermediate-level English as a Second Language students. Last year, she taught 95 adult learners at five off-campus sites in culturally diverse, multilevel classes. She retained 62 students with 50 hours plus, of which 26 moved to a higher category, four completed the program and entered a community college, and four became United States citizens. This completion and impact data manifests that she is an exemplary instructor who achieves learning gains with a large number of adult learners.

Even though her classes consist of individuals with varying learning needs, her adult learners work together as a class team to help each other to learn the English language. Understanding the challenge of nurturing listening comprehension, Eileen requests all learners to be responsible. She asks the student to speak more slowly and to repeat what was said, and she asks the class to listen carefully. If a problem persists, she repeats the student's words and writes the difficult terms on the board. After following that pattern several times with compassion and kindness, the learners themselves now ask each other to speak up or to speak more slowly. This manner of helping students to learn from each other has fostered a respectful, relaxed atmosphere.

As a result of staff development training, Eileen has implemented cooperative learning techniques to encourage students to interact and use the English language, and to nurture a sense of accomplishment. Furthermore, she has been active in mentoring other ESL practitioners on a local and regional level, and is a member of the AdvancE Resource Committee. She is a team player willing to share materials, methods, insights, and experiences about different cultures with other instructors. A co-worker who had observed Eileen's beginning ESL class noted her positive approach with adult learners and commented on how she gently points out corrections while emphasizing strengths. Another co-worker stated, "I like the way she talks about the adult learners. She likes them."



Yvette Walls: Center for Literacy, Inc., Philadelphia

A 12-year veteran of the Center for Literacy program, Yvette Walls taught four classes last year which served 110 learners with skills ranging from basic literacy to pre-GED levels. Her students averaged over 50 hours of instruction with 42% gaining one or more levels on the CFL authentic assessment. A total of 236 student outcomes were recorded on the Student Exit Form, 5% of her adult students obtained a better job, and 10% entered a training program.

The atmosphere in Yvette's classes provides a caring environment in which learners are expected to take responsibility for their own learning. Her long experience enables her to be a close observer of learners' verbal and nonverbal behavior as a means of identifying challenges that may create obstacles to success. Her past experience as a counselor also enhances her effectiveness. When problems arise, she sets an example of positive conflict resolution, having learners write essays and critique positively.

The qualities that most contribute to Yvette's exemplary teaching are her ability to inspire trust and her thorough knowledge of the subject matter. She is completely honest with learners, which motivates them to pursue their goals. She relies on a rich variety of delivery methods to get her message across: print, computers, audiovisual, listening activities, and field trips. She even recalls teaching geometry by twisting her body into different shapes. She acts as a resource for learners in their roles as parents and as workers.

Her instruction is firmly linked to assessment. She takes a learner-centered approach based on identifying goals, implementing learning activities, and measuring progress against goals. Each week, Yvette facilitates a "reflection time" in which she plans with learners for the week ahead. Many of her students have moved into further training programs and employment.

A lifelong learner herself, Yvette participtes and presents at professional development workshops, and is expert at integrating her own new learning into classroom practices. Her family literacy project has been distributed statewide. Whether demonstrating a quick way to understand large numbers or how to tease the main idea out of a social studies reading, Yvette represents the best that the adult literacy program has to offer.

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APPENDIX B

Project APEX

Indicators of Excellence #1: Adult Learning

A. Learning Environment

	Indicators
1. Creates non-threatening, inclusive learning environment.	
2. Establishes and maintains student/teacher respect and confidentiality.	
3. Raises students' self esteem.	
4. Asks the students how they best remember tasks; how they learn best.	
5. Encourages and rewards learners' initiative and independence.	
6. Finds and develops potential talents.	
7. Motivates adults to participate in group activities.	

B. Practice

1. Encourages each student to develop personal and educational goals.	
2. Plans instruction to begin at the student's learning level.	
3. Utilizes materials that reflect cultural diversity.	
4. Fosters innovative and creative problem solving.	
5. Encourages multiple solutions to problems in and out of the classroom.	
6. Promotes supportive discussion of diverse backgrounds, educational experiences, and learning barriers.	
7. Exhibits resourcefulness and creativity in dealing with students who have difficulty in the classroom or with regular attendance.	
8. Brings resources into the classroom that assist students to overcome barriers and reach educational and personal goals.	

C. Outreach/Follow Up

1. Develops within the student a sense of his/her progress and ability.	
2. Provides support for students to work toward employment/ self-sufficiency goals.	
3. Exhibits extraordinary resourcefulness in assisting students to meet personal goals.	
4. Assists students to apply what they have learned to their lives.	

Double Point Value	**Total**

Indicators of Excellence #2: Instructional Expertise

Indicators

Planning

1. Demonstrates knowledge, skills, and creativity in curriculum development and in selection of the curriculum.
2. Incorporates higher order thinking skills in the curriculum.
3. Encourages adult learners to participate in individual and program assessment and planning.

B. Assessment

1. Effectively uses informal assessments as well as standardized tests.
2. Demonstrates the linkage of learner goals and assessment information to instruction.
3. Adapts curriculum in response to assessment results.
4. Is proficient in assessing the effectiveness of instruction; makes modifications based on student goals, reflection and feedback, teacher observation and assessment.

C. Practice

1. Provides evidence of the use of unique skills and/or innovative strategies in instruction.
2. Shows diversity and resourcefulness in delivery and use of materials.
3. Models appropriate behaviors, skills, and knowledge for real-life application of skills.
4. Demonstrates integration of technology into instruction.
5. Accommodates learner differences in teaching practices; addresses diversity among learners.
6. Develops a climate that encourages learners to participate; draws out student potential.

D. Follow Up

1. Documentation provided of retention rate (i.e. what is the percentage of students who complete programs?).
2. Documentation provided of learner progress and of communicating progress meaningfully to students.
3. Shows ability to adjust/manage classroom practices to address the "whole person" as well as changes in the student's external environment: assists students to overcome obstacles such as child care, transportation, work schedule.

Double Point Value **TOTAL**

Indicators of Excellence #3: Professional Development

Indicators

A. Planning and Development

1. Identifies professional strengths, weaknesses and beliefs through reflective practices
2. Identifies professional strengths, weaknesses, and beliefs through discussion with colleagues.
3. Solicits input from learners about instructor's strengths and weaknesses.
4. Keeps abreast of current research and methodologies to guide professional planning and development.
5. Sets annual professional development goals.

B. Participation

1. Participates in professional development activities (formal and self-directed) related to goals.
2. Uses data from reflective practices to improve practice.
3. Networks with colleagues at local, regional, state and/or national level.
4. Collaborates with colleagues for program development.
5. Uses technology to expand professional horizons.
6. Engages in professional organization activities.
7. Subscribes to and reads professional publications.

C. Leadership

1. Mentors new practitioners in program, region, state.
2. Shows professional growth in understanding and application of adult education principles and concepts.
3. Works collaboratively with professional development centers to develop and implement professional development activities.
4. Acts as a catalyst for change.
5. Advocates for adult education and lifelong learning at local, regional and state level.

Single Point Value **TOTAL**

Indicators of Excellence #4: Community Involvement

	Indicators
A. Planning and Development	
1. Identifies and refers students to a broad spectrum of community agencies and programs.	
2. Establishes contacts and reciprocal relationships with these agencies and programs.	
3. Shows knowledge of relevant community issues, events, and resources.	
4. Develops relationships with mass media for program development and dissemination.	
B. Advocacy	
1. Guides learners in identifying resources.	
2. Serves as learners' intermediary with community agencies and programs.	
3. Provides opportunities for real-life applications of new skills, knowledge, and behavior in the supported environment of the classroom.	
4. Promotes technology-based resources for learners' roles as parents, workers, citizens.	
5. Provides opportunities for learners' legislative and civic involvement.	
6. Serves as an advisor/mentor to learners in their roles as parents, workers, citizens.	
C. Application	
1. Provides a venue for real-life application of skills in the community	
2. Guides learners in setting goals, tasks, assignments to be completed outside of the educational environment.	
3. Furnishes opportunities for learners to develop action plans for self-directed learning.	
4. Facilitates learners' involvement in learner-led groups and conferences.	
5. Provides community recognition of learners' accomplishments in the program	

Single Point Value **TOTAL**

APPENDIX C

PAACE Luncheon and Annual Business Meeting

Thursday, February 4, 1999
12:30 PM - 2:00 PM
Nigerian Room

Presiding ..... Sandra Strunk
President, PAACE

Invocation ..... David Dentler
Immediate Past President, PAACE

Luncheon

President's Report ..... Sandra Strunk

Second Vice President's Report ..... Jeffrey Woodyard

Treasurer's Report ..... Debra Burrows

Committee Reports:
Life Memberships ..... Peggy Greene
Legislative ..... JoAnn Weinberger

Nominations, Election Report and Installation of Officers ..... Michael Vavrek

APEX Awards for ABLE Practitioners ..... Cheryl Keenan

Announcements ..... Barbara Van Horn

1999 ADULT PRACTITIONER EXCELLENCE AWARD

DOUGLAS DEARMENT: TIU EVEN START AND FAMILY LITERACY PROGRAM

Douglas DeArment is a full-time instructor in the Even Start and Family Literacy Programs at the TIU Adult Education and Job Training Center in rural Mifflin County. Since joining the Center almost four years ago, he has taught classes in Family Literacy, ABE/GED, Computer Assisted Instruction, Youth Basic Skills, Welfare to Work, and Computer Basic Skills 1 and 2. Last year, when he was the sole Adult Educator for 53 adults in the Even Start program, only six participants left the program. Of those, three were employed full-time for 94% retention, successful completion rate. One-third of his students successfully completed all or part of the GED, and 11 students secured full- or part-time employment.

Learners in his classes are challenged, yet feel safe and are always respected. Learner goals are set with the use of formal and informal assessments and instructional plans based on recognition of and response to individual learning styles. Progress is reviewed regularly with students in collaboration with the Family Literacy Case Manager. Doug uses a variety of instructional strategies and tools, including class discussion, computer-assisted instruction, cooperative learning, peer tutoring, and the integration of curriculum. This past summer, his Even Start parents made T-shirts with their children's pictures on the front, using digital cameras and special printing paper. Working with parents and children together on the computer, he has used children's software to create personalized stories for families. Computer lessons also reflect work and life situations such as typing a business letter to complain about a product. As a result of his involvement in practitioner inquiry, Doug found that many students enjoy the cooperative competition of games. He then developed Jeopardy and Pictionary activities, matching the materials available with the skills and goals of the learners.

As a Family Literacy instructor, Doug excels in integrating the program components of adult education, parenting, and early childhood education. He relates adult education activities to the learner's role as parent and the child's first and most important teacher. He takes an active role in every PACT (Parent and Child Together) time and serves as an excellent role model for parents. He joins early childhood and case management staff to work with adults in their own homes and participates in staffing with Head Start, Early Head Start, and other community agencies working with the family. Doug has strong ties to his community and he supports his students in their role as parents, workers and citizens. He links his learners to the community through field trips, and the inclusion of outside speakers in his class. His basic skills instruction includes such practical activities as voting and driver's license attainment. Furthermore, he sets an example by volunteering one night each week with at-risk teens at a local community center.

Doug's technology skills are primarily self-taught yet he not only teaches Computer Basic Skills classes but assists other staff with technology related problems. He has participated in MACE professional development annually, PDC offerings, and he attended the National Center for Family Literacy Conference. He is an active member of the EQUAL Program Improvement Team, Instructors Team, and Even Start Team. Co-workers describe him as flexible and student centered. He "keeps everyone's spirits up - we laugh a lot while we learn and work." As an exemplary adult educator, Doug has and will contribute much to his learners, co-workers and his profession.

TIU ADULT EDUCATION AND JOB TRAINING CENTER

The TIU Adult Education and Job Training Center began in February 1984 as a small subcontractor to the local Job Training Act (JTPA) office. The Center now has reached its 15th anniversary of dedicated service and growth in Mifflin County. From one GED program for 20 participants, the Center has expanded through a diversified funding base to serve 1500 local participants each year. Services include: adult basic education and GED preparation; Even Start and Family Literacy programming; Welfare-to-Work programs; basic education for the homeless and incarcerated; job search instruction and career counseling; job development and placement; workplace education; at risk youth counseling; GED Test administration; and professional development for adult educators.

The Center is open full-time with ongoing classes year-round. Programs impact all age groups from birth to senior citizens, and all backgrounds from those who have never worked to dislocated workers with decades of experience. A staff of over 40 supports the Center's wide variety of activities. The Center is administered by Tuscarora Intermediate Unit #11. Funding from state sources include Pennsylvania's Department of Labor and Industry, Department of Welfare, Department of Economic and Community Development and the Department of Education.

The Center strives to provide quality programming and accomplishes its goals with the support of the agency, elected officials, the community and, most importantly, program staff.

1999 ADULT PRACTITIONER EXCELLENCE AWARD

JANE MCGOVERN: CENTER FOR LITERACY, INC.

For the past 19 years, Jane McGovern has been an adult educator in Philadelphia, working with adults in their communities and in their workplaces. When she entered the field as a continuing adult learner, she saw in her own life the significance of education for change and wanted to play a part in helping others to change their lives. Since she joined CFL 12 years ago, Jane has contributed at the highest levels to the agency's work with urban learners in its community, ABE/GED, ESL and workplace literacy programs. In FY1998, Jane taught one community class and five workplace literacy classes serving 129 students. In her ESL workplace class, all learners passed a required hazardous materials test because of work done in class. In her five-hour a week community class, 38 participants averaged over 60 hours of instruction and gained 1.5 average grade levels on the TABE. Four students obtained a job, three passed the GED test and five entered another educational training program.

Jane's classes are always participatory. She establishes a comfortable, trusting environment so learners will take responsibility for their own learning. She works with learners to develop individual educational plans, using goal checklists, and updating them according to her students' ongoing learning needs. While acknowledging that learners may have challenges, she, nevertheless, creates high expectations for them. They are required to keep an organized notebook in which assignments are recorded accurately, to be prepared with all assignments and materials and to call the office if they must miss class.

Based on her faith that, with encouragement, learners can overcome obstacles, Jane presents information in a variety of ways so learners can succeed. She does not use workbooks in her classroom but instead relies upon theme-based instruction, research projects, and the use of manipulatives. She sets an example for learners by demonstrating her own cognitive process in reading, writing and math activities. Moving learners from "product" to "process" is her way of changing old behaviors. She expects learners to show how they get answers rather than just asking for the answer itself. Jane promotes diversity by organizing work individually and in large and small groups so learners at all levels can become investigators of language and numbers.

Jane invests a great deal of time and energy in her own professional development. She participated in the ALPIP (Adult Literacy Participant Inquiry project) for two years and has recommended its reflective process to her peers. She serves as a CFL representative to Equipped for the Future (EFF), What Works Literacy Partnership, and the Program Improvement Team of Project EQUAL. She is responsible for CFL's Student Involvement program, which includes the training of student coordinators, student leadership on the board of trustees, and the annual Student Speak Out. In addition, she is a mentor and lead instructor of the CFL Workforce Division. Previously, she authored a 353 manual entitled "I Don't Speak English - But I Understand You."

Jane McGovern bases her instruction on learners' need to expand their roles as parents, workers and community members through literacy. As part of the EFF project, her community class researched themes such as drugs and homelessness. Class members took responsibility for scheduling speakers. As a result, one learner joined her neighborhood Town Watch. Through her leadership with learners and at CFL, she demonstrates the highest commitment to the principles of adult education.

CENTER FOR LITERACY, INC.

The Center for Literacy (CFL) is the nation's largest community-based, nonprofit, adult literacy organization. Since 1968, it has been providing adult basic and literacy education throughout Philadelphia to adults who lack the reading, writing, math and English language skills needed to function in society. The mission of CFL is "to provide free literacy instruction and a wide range of other adult literacy services that respond to the diversity of individuals and enable adult learners to meet their goals." Toward this end, CFL practices a learner-center, goal-oriented philosophy of instruction. In 1994, CFL was one of ten programs in the country to receive the U.S. Secretary of Education's Award as an Outstanding Adult Education and Literacy Program.

In 1998, CFL served 2,751 students through the services of 406 volunteer tutors and 45 professional staff at 100 sites throughout Philadelphia. Its diverse services include one-to-one and small group tutoring with trained volunteers and classes taught by professional educators. Its innovative and collaborative programs serve parents of Head Start and Even Start children, and front-line workers in many Philadelphia industries and businesses. The Center also serves welfare recipients who need literacy skills in order to pursue job training, parolees and probationers, and members of the community who wish to improve their reading, writing and math skills.

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1999 ADULT PRACTITIONER EXCELLENCE AWARD

JUDITH SULLIVAN: NORTHAMPTON COMMUNITY COLLEGE

Judy Sullivan was hired by Northampton's Adult Literacy Department in 1992 as Program Coordinator, Counselor, and ESL Instructor to set up their adult literacy program in Monroe County. Working in all those capacities enabled her to become totally involved with students at every level, from the time they made their first phone calls to inquire about the program until they reached their goals. She has taught ESL community classes, ESL at the local Correctional Facility, Workplace ESL and ABE.

In addition to teaching three multi-level ESL classes, she is currently involved in a program to implement adult learner competencies and a pilot program of Crossroads Cafe. Judy has the highest average pre- and post-testing rates of all Northampton Adult Education instructors (There are about 50 in the Department). It is not uncommon for her learners to increase 10 points on the BEST Test after 50 hours of instruction. She has an excellent attendance and retention rate.

She has created a safe, warm, and respectful atmosphere for her learners. Students' needs are documented in Master Plans that she has created. Judy has mastered all the assessment and monitoring techniques and trained other practitioners in the methods and procedures of pre- and post-testing learners. She reviews Individual Education Plans with her students monthly to give them feedback on their progress. This also helps her to individualize instruction as much as possible. While handling multi-levels like a professional, she works individually with each learner in order to assist them in overcoming barriers to participation. Her students call her at home and she is always available for them.

What makes Judy an exemplary teacher is her ability to be innovative and creative with her lesson planning. Her lessons are fascinating and very complicated. For example, each learner is required to choose a piece of children's literature. They have to work with the piece and practice reading it to the class. She has arranged for her students to go and read the story or stories to children at a local elementary school. Her students speak about their native counties and often go dressed in native dress. Her classroom is real, alive, and has connections to other activities in the community. She has politicians visit every year, takes her ESL learners to view a trial in the Courthouse, and works with merchants at a local mall. Each year at Christmas the class meets at the mall. They are given maps and a series of questions to ask the merchants in the mall. The merchants speak with the students and give them "real" life practice in the area of shopping and buying items.

Judy participates in staff development activities regularly. She attends department, local PDC, statewide, and nationwide trainings and is always looking for new and innovative approaches to her teaching. She also shares what she has learned with other adult educators. She has participated in Palpin and in EFF initiatives. NIFL's documentation committee even adopted some of the forms she created. She has served as a member of the Project EQuAL pilot project, the program improvement team and the instructional management team. In addition, she has been a volunteer HIV/AIDS educator for the American Red Cross for five years.

Northampton Community College

Northampton Community College, or NCC, is located in Bethlehem, Pennsylvania. This two-year institution of higher learning has more than 30 years of experience in helping people of all ages and backgrounds achieve their academic and professional goals. The College offers counseling services, and career planning and placement assistance. Developmental programs are provided to help students who did not receive adequate preparation for college or who need to refresh their basic skills in order to be successful in college courses. Other specialized programs such as Adult Literacy, New Options, Tech-Prep, Child Care, and Alcohol and Drug Awareness help Northampton contribute positively to the Lehigh Valley community as well as to our students.

NCC's Adult Literacy Department has been serving adult learners for the past 15 years in a variety of locations throughout Northampton, Monroe, Pike and Wayne Counties. The Department served over 4,500 registrations in 1997-1998. Services in adult education including: Adult Basic Education, English as a Second Language, GED preparation, welfare-to-work programs; vocational training programs; institutional literacy; family literacy, and a host of other programs that serve the underserved adults in the community.

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

333 MARKET STREET

HARRISBURG, PA 17126-0333

April 30, 1999

DUE: Monday, June 7, 1999

(717) 787-5532

RECOGNITION OF PENNSYLVANIA'S OUTSTANDING ABLE PRACTITIONERS!

Dear Adult Educator:

The Bureau of Adult Basic and Literacy Education is again planning to honor ten adult education practitioners who provide educational services to Pennsylvania's adult learners. Reflecting the best practices in teaching and learning, the practitioners selected from your nominations will be recognized at the PAACE Midwinter Conference 2000. **We have changed the time line for the submission of nominations to June 1999.** Please submit your nominee for the APEX (ABLE Practitioner EXcellence) award on the enclosed the nomination form.

In recent years, the Bureau of Adult Basic and Literacy Education has supported the professional development of practitioners through such activities as institutes, workshops, trainings and leaming from practice activities through the regional Professional Development Centers. With Pennsylvania's current focus on program improvement that includes the upgrading of teacher/tutor training and documentation of student success, it is appropriate to recognize our outstanding teachers and tutors based upon acknowledged standards of excellence. We know that there are many outstanding practitioners in Pennsylvania and look forward to seeing your nominee among the many recommendations the Bureau receives.

Attached to this letter is the nomination form with directions for the form's completion. You will note that the nomination consists of four parts: a description of the nominee in terms of his/her background; an agency statement describing the nominee's instructional expertise and achievements, a statement from the nominee, and a recommendations from the nominee's adult learner(s). You are asked to describe your nominee in the manner indicated on the nomination form and to include all four parts of the nomination form. **Please return the entire nomination packet to the Bureau of ABLE by Monday, June 7, 1999.**

Sincerely,

Cheryl L. Keenan, Director

Bureau of Adult Basic and Literacy Education

Enclosures

APEX Nomination Form

The Bureau of Adult Basic and Literacy Education (ABLE) will honor ten outstanding ABLE Practitioners at the Millenium Midwinter Conference, Thursday, February 3, 2000. Only one nomination may be submitted by each agency funded through PDE's Bureau of ABLE for Section 322/353 programs or Act 143 ABE/GED/ESL Literacy programs including family, workplace and institution programs as well as regular community-based programs.

To be eligible for the APEX (ABLE Practitioner EXcellence) award, the nominee must spend part of his/her working hours with your Agency in direct contact with student(s) as part of an ABLE-funded program project. Full time or part time tutors, teachers, counselors, and aides are eligible for this award. Suggestions for potential nominees may originate with agency directors, students, staff, area advisors, and/or PDC coordinators but, as an Agency, you must submit only one candidate.

Please complete this nomination form comprised of: 1) Background Information about the nominee and your program; 2) a recommendation from the Agency, 2) a statement to be completed by the Nominee and 3) a three-minute audio tape prepared by program participant(s). The Agency and Nominee information requested should be typed double-spaced in paragraph form. While it is not necessary to answer each and every question to be considered by the APEX panel, nominations should be based on a majority of the questions posed. Also, the nomination **must** be accompanied by the Background Information Form signed by the Agency and the APEX Consent Form signed by the Nominee acknowledg-ing the nomination and consenting to publicity about it.

The APEX nomination form and Nominee consent form should be returned no later than Monday, June 7, 1999, to:

Ms. Ella M. Morin

Bureau of Adult Basic and Literacy Education

Pennsylvania Department of Education

333 Market Street, 12th Floor

Harrisburg, PA 17126-0333

The APEX Selection Committee will include Bureau of Adult Basic Education staff, ABE/GED/Literacy teachers, tutors, counselors, former students, and administrators.

APEX winners will receive certificates from the Pennsylvania Department of Education as Pennsylvania Department of Education's Exemplary ABLE Educators for 2000 at the Midwinter Conference PAACE luncheon and will be featured in the PAACE Luncheon booklet. A Special Session honoring their achievements will take place on Thursday, February 3, 2000. Accommodations for the winners and their immediate families at Midwinter Conference will be arranged through the APEX Project.

APEX Nominations Form - AGENCY STATEMENT

Name of Program Agency: _____

Name of Sponsor: _____ **Agency Phone No**: _____

Program Background: (Please **check** all that apply)

Agency: Local Ed Agency Literacy Council Community-Based Organization

College/University Institution Business/Industry Private Sector

Other: (list) _____

Location: Rural Urban Suburban Multi-county

Size: ____ # Classes ____ #Students ____ # Tutors ____# Full-time Teachers____ # Part-time Teachers

Service Areas: Literacy ABE/GED Family Literacy ESL Workplace Literacy

Other: (List) _____

Nominee Background:

Name of Nominee: _____ SS#: _____

Experience: ____#Years in Adult Education____ #Years worked for Agency:

Time Spent Monthly as: ____ Teacher____Counselor ____Tutor ____Coordinator/Trainer

Other (list position/role)_____

Time Spent Monthly in: ____ Literacy (0-4)____ ABE/GED ____Family Literacy ____ ESL ____Workplace Literacy

Other (list area of instruction)_____

Learner Outcomes: If available, provide information on your nominee's 1998-99 record for:

Student retention rate:

Pre-post test score gains:

Provide any other recent qualitative or quantitative learner achievement data

APEX Nominations Form - AGENCY STATEMENT

Signature of Agency Sponsor _____ **Date:** _____

APEX Nominations Form - AGENCY STATEMENT

The following information should form the basis of your recommendation of an exemplary ABLE Practitioner. The agency statement should describe your nominee's expertise in the following five areas of adult education practice: Adult Theory in Practice; Instructional Expertise; Community Interaction; Professional Development, and Program Operations. The statements and questions provided below are designed to aid you in developing your statement. YOU DO NOT HAVE TO ANSWER EVERY QUESTION! **Be sure that this information is typed in paragraph form and that the Agency Statement submitted is no longer than three double-spaced pages**

A. Adult Theory in Practice

Describe how the nominee demonstrates expertise in creating an environment conducive to adult learning. Discuss the nominee's attitude and behavior in relation to student(s). Include observations and examples that document the nominee's understanding and application of principles of adult learning theory and practice.

1. Discuss the atmosphere the nominee creates in the classroom.
2. Describe how learner goals are set and documented.
3. How does the nominee adjust for learner differences and handle challenging students?
4. How does the nominee help learners identify barriers to learning and formulate possible solutions?
5. Discuss how the nominee foster learners' potential for change and growth

B. Instructional Expertise

Describe the nominee's mastery of instructional planning, content, learning strategies, assessment and monitoring techniques. Include examples that document unique skills, proficiencies, innovative strategies, and resourceful use of materials and techniques that won the nominee your recommendation for excellence.

1. Discuss the variety of delivery methods used by the nominee.
2. How does the nominee design/adapt curriculum to address current topics and themes?
3. How does the nominee link learner's goals and assessment information to instruction?
4. Discuss how the nominee motivates learners to solve problems and encourages critical thinking and expression.

C. Community Interaction

Relate how your nominee fosters partnerships among adult learners, the program and the community to help learners identify and use resources in their roles as parents, workers, and citizens. You may include examples of practitioner's involvement with the community in regard to referral, instruction and curriculum as well as adult learner and practitioner involvement in community affairs

1. Discuss the nominee's working relationship with community agencies.
2. Discuss the nominee's use community resources for instructional purposes?
3. How does the nominee provide opportunities for learners to link learning in the classroom to application of skills in daily life?

4. Discuss the nominee's advocacy in the community for recognition of learners and program accomplishments

D. Professional Development

Document your nominee's efforts to improve his/her professional practice as part of his/her commitment to adult education and lifelong learning. Describe your nominee's initiative in undertaking formal and/or self-directed learning as well as examples of such leadership activities as mentoring others, participating in practitioner research, and engaging in professional organization activities.

1. Discuss the nominee's active involvement in professional development and training programs
2. How does the nominee use reflective practice to guide his or her professional development?
3. How does the nominee use knowledge and skills gained in professional development activities in the classroom?
4. Discuss the nominee's contribution to the knowledge base of adult education.

E. Program Operations

Discuss the nominee's performance as an effective team member who understands and promotes the goals, policies and procedures of the agency. Include references to the nominee's accountability, support of quality indicators, and peer cooperation/supervision.

1. Discuss the nominee's role in planning programs, determining curriculum, developing special projects.
2. How does the nominee understand technology and apply it in instructional and administrative situations?
3. How does the nominee mentor colleagues and/or utilize volunteers/aides in the classroom?

APEX Nominations Form - NOMINEE'S STATEMENT

Nominee's Name (Typed):

Address:

Home Phone: Work Phone:

NOMINEE'S STATEMENT

Identify yourself and your job and discuss what philosophy or underlying principles guide your practice. Please explain what path led to your present job as an ABLE practitioner. What education or training prepared you for your job, and what professional development activities you engage in on a regular basis.

Please consider the following questions when preparing your statement. YOU NEED NOT ANSWER ALL THE QUESTIONS. **The statement submitted should be in paragraph form and no longer that two double-spaced typed pages.**

1. How do you know what to teach?
2. How do you know your students are learning?
3. What innovative materials and teaching techniques do you use and how do you use them?
4. How do you accommodate learner differences in your teaching practice?
5. How do you handle challenging students?
6. How do you adjust classroom practices to address changes in your adult learner's daily life?
7. How do you help learners identify and make connections with the outside resources they need?
8. How do you reflect on your practice?
9. What professional and personal steps have you taken to improve your work performance?
10. What is your greatest challenge as an adult educator?

Signature of Nominee _____ **Date:** _____

APEX Nominations Form - ADULT LEARNER TAPE

PREPARING AN ADULT LEARNER(S) TAPE

Please have one or more adult learners prepare one audio tape of up to 3 minutes in length. If you do not have access to a tape recorder, your may borrow one from your regional Professional Development Center.

Please have those responding identify themselves and state what they hope to gain from being in an ABLE program.

Please consider the following questions when preparing the adult learner tape.

1. Describe a favorite moment with your teacher.
2. What keeps you coming back to class?
3. How do you know you are learning?
4. What does your teacher do when you don't understand something?
5. How has your teacher made a difference in your life?

APPENDIX E

APEX PANEL Survey

For purposes of contract evaluation, it would be most valuable for me to have your feedback regarding the ACE editing process. Would you please complete the checklist below and return it to me before leaving today.

Project APEX Editing

	YES	NO	SEE COMMENTS
Nominators provided information in keeping with guidelines.			
Nominations were treated in an evenhanded manner.			
Information supplied was sufficient for me to select exemplary ABLE Practitioners.			

Comments (OPTIONAL):

Thank you for your help in this matter.

Sherry Royce, Project Director
1938 Crooked Oak Drive, Lancaster, PA 17601
Telephone: 717-569-1663 FAX: 717-560-9903

Project APEX: Sponsor's Survey

Conference evaluation of services

	YES	NO	SEE COMMENTS
1. Conference arrangements were handled efficiently.			
2. Payment for expenses incurred at Midwinter Conference was prompt.			

Local activities section

We engaged in the following local activities that featured our Exemplary Practitioner:

	YES	NO	SEE COMMENTS
1. Local institution recognition award			
2. Local institution celebration			
3. Recognition in PDC Region			
4. Contact with other agencies			
5. Contact with local government			
6. Contact with state legislators			
7. Media contact (List and descrive below)			
8. Other (List and describe below)			

Comments:

Practitioner/Sponsor's Name:_____

Program _____ **Date:**_____

Please complete and Fax to **Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601** asap. FAX #: 717-560-9903

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